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ABSTRACT

The report briefly describes 102 educational projects -- 28 of which have to do with gifted/talented or handicapped students -- in the State of Wisconsin, which were awarded federal grants during the fiscal year 1978 under ESEA Title IV-C of Public Law 93-380. The report is divided into four sections: feasibility studies, adopter/adapter projects, demonstration/dissemination projects, and innovative/exemplary projects. Under each project are listed its title, its audience, the name of its coordinator and Wisconsin Department of Public Instruction supervisor, the amount of its grant award, and a brief description of the project's goals and purposes. (DLS)

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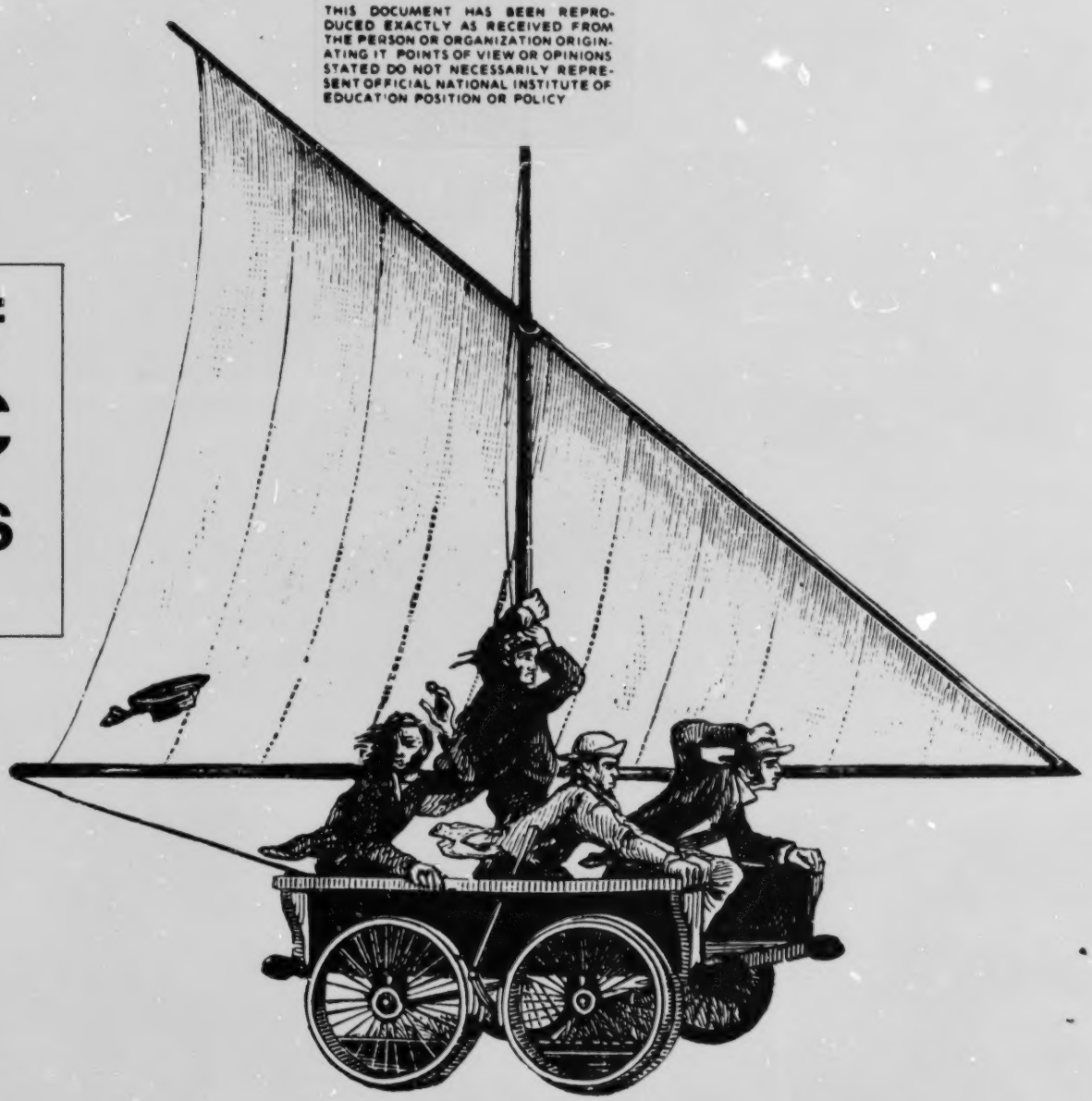
FISCAL YEAR 1978



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We gratefully acknowledge the contributions of many individuals with the Department of Public Instruction who gave unselfishly of their time and talents to the ESEA Title IV program.

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FOREWORD

During fiscal year 1978 the State of Wisconsin was granted approximately $3,000,000 to be used for projects under ESEA Title IV-C of Public Law 93-380. This publication briefly describes these projects awarded grants with FY 78 funds.

According to provisions of the law, Part C funds may be utilized for any of the following purposes: supplemental centers and services to stimulate the provision of vitally needed educational services (including preschool education, special education, compensatory education, vocational education, education of the gifted and talented children, and dual enrollment programs) and for exemplary programs (including the remodeling, lease, or construction of necessary facilities); for the support of demonstration projects designed to improve nutrition and health services in public and private schools to children from low-income families; and for dropout prevention programs. Also, of the funds available, 15% must be awarded to handicapped projects.

Eligible agencies (LEAs, CESAs, County Handicapped Children's Boards) submitted a total of 237 projects under Part C. One hundred two projects were granted awards of which thirteen were projects for handicapped children.

We appreciate the growing interest shown in ESEA Title IV, Part C and especially the conscientious hard work by local school personnel in developing these projects. Hopefully, this booklet offers useful information about these project grants awarded in FY 78. Please contact the project coordinator or the assigned Department of Public Instruction Supervisor for more information.

Arnold M. Chandler, Director
Bureau for Program Development

CRITERIA USED IN AWARDING TITLE IV-C GRANTS

Application. Applications for all parts of ESEA Title IV were due in our office on January 27, 1978.

Evaluation. All projects were evaluated by a panel of three outside readers working independently. The State Advisory Council for Title IV then met and reviewed the evaluators' comments as well as the projects. Following that review, the Council made its recommendations to the State Superintendent citing projects it felt should be funded.

Review Criteria. All proposals submitted for review for possible approval were judged on the following criteria:

+ Evidence that it is designed to substantially increase educational opportunities of children in the area of the state to be served by either meeting or demonstrating solutions to the critical educational needs in that area.

+ Provision for the development of concepts, practices, and techniques which can be adopted or adapted elsewhere.

+ Promising concepts, practices, or techniques recognized as unique, original, unusual, innovative, or exemplary.

+ Concepts, practices, or techniques which are economically feasible and efficient.

+ Evaluation strategies based on valid research methodology which will provide evidence to determine the extent participant behavior has been improved.

+ Performance objectives which are measurable, and appropriate activities which facilitate achieving them.

+ An awareness of information concerning similar programs, relevant research findings, and views of recognized experts.

+ Provision for staff with professional qualifications adequate to achieve the project's stated objectives.

+ Provision for adequate and appropriate facilities, equipment, and materials which will facilitate achieving the objectives and will show direct relationships to the proposed budget.

+ Documentation that there has been and will be (a) adequate planning for the proposed project, (b) utilization of the best available talents and resources; and (c) participation in the project activities of students, parents, school personnel, nonprofit private school representatives and other persons, including those with low income, broadly representative of the cultural and educational resources of the area to be served.

+ Provision for dissemination of information about the proposed project which are appropriate and adequate for the area to be served.

+ Provision for the assimilation of successful aspects of the program by the local education agency at the conclusion of federal financial participation.

+ Evidence of strong local support for and commitment to the proposed program.

+ The proposed program must reflect attention to goals and objectives adopted by the Title IV State Plan.

Selection. The final selection and approval of projects for funding was made by the State Superintendent, Barbara Thompson.

Feasibility Studies

PURPOSE: Feasibility study grants enable a grantee to conduct a systematic, in-depth study of possible ways of clarifying and meeting local needs.

This study may involve identifying and/or examining current model programs, locally innovative/exemplary proposal.

For FY 1978, feasibily studies are limited to six months with a suggested funding range of $2,000 to $6,000.

BELOIT

Title: Non-Discriminating Testing Relative to EMH & LD Students

Audience: Handicapped students Pre-K thru Grade 12
Coordinators: Arnold T. Lee and Ron Zuehl
DPI Supervisor: John Cook
Grant Award: $3,077

The study will analyze EHM & LD students from minority and low socio-economic groups to establish whether they have been inappropriately placed due to discriminatory testing. The result will be the selection of an assessment model for appropriate student placement. One of the following three models will be chosen:

(a) Psycho-Educational Process Model
(b) Task-Analysis Model
(c) Pluralistic Model

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EAU CLAIRE

Title: Studying the Feasibility of Locally Producing Instructional Broadcasts

Audience: K-6 students
Coordinator: Clifford Stanford
DPI Supervisor: Ralph Whiting
Grant Award: $2,772

The Health, art and physical education curricula are in need of relevant supplementary learning materials - readily available with students. Locally designed and produced, televised lessons represent one method easily distributed via the district's mid-band channel and the community's antenna system. Once developed, TV lessons in the above subject areas can support and implement the curriculum.

This study has three aims:

(1) To analyze each of the above subject area curriculum guides thereby determining which objectives are not being met,
(2) To determine the potential of television instruction for meeting these objectives, and
(3) To determine the feasibility of locally producing TV lessons given factors such as time, costs, personnel, etc.

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MAPLE

Title: Alternate Programs for Non-Achieving High School Students

Audience: 7-12 Students
Coordinator: Howard D. Prell
DPI Supervisor: Len Pennington
Grant Award: $6,000

How does a school district meet the needs of those students, 7-12, who are "turned off" to traditional classrooms?

The answer: Research and begin to develop alternative programs or course options befitting the needs of identified students, the school's rural setting, the locally available work-study experiences and certain revised teaching techniques.

MILWAUKEE

Title: A Gifted & Talented Program Model for the Elementary and Middle School

Audience: Grade 3-8 Gifted Students
Coordinator: Dr. Jack I. Marcussen
DPI Supervisor: Tom Diener
Grant Award: $2,000

A school for the gifted and talented has been operating for about two years within the district; however, this study enhances that effort by:

(1) developing more appropriate screening/identification instruments to assure a more accurate selection of gifted students.

(2) planning, developing and implementing differentiated programming for these pupils and providing for continaul refinement of the overall program.

MINERAL POINT

Title: A Study to Develop An Exemplary K-12 Library, Media and Study Skills Program

Audience: K-12 Teachers
Coordinator: Robert A. Flum
DPI Supervisor: Dick Sorenson
Grant Award: $5,986

This study will develop a K-12 library/media study skills program for the district, at all levels and in all subjects as needed by students. The proposed study would define a program based in the IMC but integrated with classroom instruction.

Such a program would include:

(1) systematic instructional development techniques involving the media staff and teachers in a learning experience of their own,

(2) student assignments independent of the regular class work,

(3) self-instructional and small group learning activities as needed

(4) an upgraded, open-ended, developmental program based on student mastery of skills gained thru success in past instruction and careful record-keeping.

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OSHKOSH

Title: Staff Development in Programming for the Special Learning Needs of Gifted and Talented Students

Audience: K-8 Gifted Students & Teachers
Coordinator: Kenneth Morrison
DPI Supervisor: Tom Diener
Grant Award: $2,000

This study's purpose is to pursue and test a district's concept for staff development in meeting the needs of gifted students. The teacher characteristics and traits contributing to successful teaching of the gifted have been identified. The nature and direction of this staff development is uncertain. Thus, this study will entail a summer lab experience bringing together gifted students and teachers. What will result will be differentiated learning experiences tailored to gifted students. Evidence measuring the outcome of this approach to staff development will be gathered from teachers, students and parents. This will determine the feasibility of incorporating this idea into a three year proposal for a staff development project.

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RHINELANDER

Title: Feasibility of Adopting/ Adapting the Stevens Point or Connecticut Programs for Gifted/Talented Students

Audience: K-8 Students and Teachers
Coordinator: George O. Plamann
DPI Supervisor: Tom Diener
Grant Award: $1,601

Two gifted and talented programs will be studied. One is the Connecticut Model using traveling resource teachers who visit elementary schools at specified times to work with gifted/talented students in a Resource Room. The second program is the Stevens Point Comprehensive K-12 Approach to Gifted and Talented Education currently operating under an innovative/exemplary grant from ESEA Title IV, Part C. This approach entails the IGE concept and development of a Community Resource Center program. Whatever program is chosen, these requirements are needed:

(1) A differential curriculum denoting higher cognitive concepts and processes.

(2) Instructional strategies accomodating the learning style of the gifted/talented curriculum content.

(3) Special grouping arrangements especially administered and suited to particular children.

(4) Educational opportunities available for relatively few gifted students in each neighborhood school.

SHOREWOOD

Title: Project Captain--Creative and Productive Thinking Approaches in response to Needs of Gifted Students

Audience: K-12 Students
Coordinator: Susan Naimen
DPI Supervisor: Tom Diener
Grant Award: $5,884

The feasibility of designing an Innovative/ Exemplary program will be studied. Such a program will emphasize these features:

(1) using creative and productive thinking techniques as the primary means toward intellectual growth and development

(2) emphasizing the process of thinking rather than the content of subject matter.

(3) applying creative and productive thinking strategies in order to reverse the under-achieving pattern of gifted and talented students

(4) meeting the special needs of 8-10% of the student population cited as gifted

(5) researching and determining the optimal means for delivering services to gifted students-including scheduling, staffing and instructional resources.

WHITNALL

Title:	Project I.D.: Curriculum Improvement Through Instructional Development
Audience:	Grades 6-12 Teachers and Media Professionals
Coordinator:	Mona Hannah
DPI Supervisor:	Frank Grittner
Grant Award:	$6,673

To rejuvenate the curriculum and ultimately increase student motivation, this study will determine whether the Instructional Development process, which works well in industry, colleges and vocational schools throughout the country, can be applied effectively to a K-12 situation.

Three surveys involving parents, students and teachers clearly underscore the passive presence of students in class and their only occasional active involvement. This study will examine both what is taught and how it is taught with full student participation being the goal.

A/A = Adopter/Adapter Projects

PURPOSE: Adopter/Adapter grants provide funds for the application of a proven successful project, program, or process already developed and available through private, public, or commercial sources.

Adoption/Adaption may mean:

1. A full scale implementation/demonstration of the original project,
2. a limited adaptation, used at selected grade levels, in several schools within a district,
3. a pilot installation on a limited trial or small scale before a broader or district-wide implementation can be attempted, or
4. a combination of two programs suited to a local school district's unique educational needs.

Adopter/Adapter grants are for one year, with a generally accepted funding range of $3,000 to $10,000.

ALTOONA

Title: SOL for Better Communications (Speaking, Observing & Listening)

Audience: K-12 Students
Coordinator: Kathy Carey
DPI Supervisor: Ralph Whiting
Grant Award: $21,552

This adaptation is based on a successful program developed at North High School in Eau Claire. Altoona's media staff along with consultants will inform teachers of various, appropriate activities which help students improve their listening, speaking and observing skills. Teachers will also become adept at using the needed equipment and materials to do these activities. The hope is improved student proficiency in these three major skill areas.

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COCHRANE-FOUNTAIN CITY

Title: Applied Communication Skills Programs

Audience: 9-12 Students
Coordinator: Bernard Johnson
DPI Supervisor: Ralph Whiting
Grant Award: $15,099

The goal of this project is to develop both oral and written skills through a program of practical experiences. The learning activities have direct, daily applications to prompt rural students accepting the importance of such skills in our society. The "Media Now" course of study in mass media is a nationally validated project being adopted. Media Now originates from the Southwest Iowa Learning Resource Center, Red Oak, Iowa. By adopting the "Media Now" program, the district communications curriculum can be enhanced thru television and videotaping production.

In addition, this grant includes the adaptation of the Quinney Jr. High Speech Program of Kaukauna, Wisconsin. By adapting the Quinney Jr. High Communications Program model, students will develop communication skills such as sentence structure, clarity, organization, oral proficiency and perceptive listening - all skills needed for success in education and life in general.

This combination of two programs will hopefully provide a motivational stimulus for acquiring basic oral and written skills.

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DENMARK

Title: Staff Training in Local Media Production

Audience: K-12 Teachers
Coordinator: David Van Lieshout
DPI Supervisor: Ralph Whiting
Grant Award: $4,713

Twenty percent of the teaching staff will be trained in producing audio-visual classroom resources. These "trainees" will then offer inservice sessions in their respective school buildings. Also, they will train students in the attained audio-visual skills.

This is an adaption of a similar ESEA Title IV program called "Staff Training in Media Production," successfully implemented in the Oshkosh area schools in 1977-78.

DODGEVILLE

Title: Electronic Sound Instruction

Audience: Middle School Students
Coordinator: Daniel Roble
DPI Supervisor: Mike George
Grant Award: $22,162

This project's goal is to expand general music curriculum at the middle school level. A new course in the student exploration of electronic sound manipulation and production via an electronic synthesizer is a main project focus. Other features include staff inservice, a semester course and independent study programs for interested students. This junior high adaptation is based on a successful program, "Electronic Sound Lab," implemented at Marinette High School in Marinette, Wisconsin. That program was funded under ESEA Title IV in 1977-78.

DRUMMOND

Title: A Coordinated Career Education Program

Audience: 8-12 Students
Coordinator: Robert Borck
DPI Supervisor: Bob Meyer
Grant Award: $5,021

This project will adapt certain parts of two model career education plans operating in Kimberly and Oregon, Wisconsin.

Adoption components include:

1) a weekly resource speaker program involving community organizations, industries, business, parents and students,

2) a file of community resource persons to help implement a high school career day along with in-house computer terminal, and

3) in-class career education units.

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EAU CLAIRE

Title: A Guidance and Counseling Program to Provide Instruction in Parenting for Eau Claire Parents

Audience: Parents of all public and non-public school age children - are potential participants
Coordinator: Clifford Stanford
DPI Supervisor: Bill Erpenbach
Grant Award: $23,422

To reverse the present trend of increased pupil behavioral referrals, truancy and dropout rates, and the escalation of child abuse, a parent education program is needed. By adapting the Denny Cooperative School District Plan from New Hampshire, a local parent effectiveness training program aims at improving skills and fostering more positive parent-child relationships.

Special parent weekly sessions run for 8-9 weeks and last about two hours. Emphasis on communication skills and shared group leadership are other aspects of the program. Interested people from the community act as co-facilitators/teachers of the groups. Parents, nurses, clergy and others are some possibilities. Local group leaders receive training in group leadership skills. Unlike the original model, this Eau Claire project serves parents of children from all grades and all special education programs as well.

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FALL CREEK

Title: Elementary Guidance Activities Program

Audience: Pre-K thru Grade 8 Students
Coordinator: James Smith
DPI Supervisor: Bill Erpenbach
Grant Award: $24,285

Students and teachers are involved in developing an elementary guidance activities program adapted from one originally funded under ESEA Title IV and used in the Menasha Public Schools. This well designed, coordinated program has two basic objectives: (1) improving students' personal and social development, and (2) developing teachers' guidance techniques.

Curricula and coordinated programs exist in the district for reading, math and health, but the current program remains undeveloped and unable to service individual student needs.

The original Menasha Model will be adapted by a team composed of the project coordinator and elementary teachers representing each grade level. This will establish objectives after careful review of both the elementary school curriculum and elementary guidance program. The team will also revise the districts' curriculum guide to include selected Menasha guidance activities, along with goals, rationale, performance objectives, activities, resources and evaluation instruments.

The challenge of this project lies in whether or not its plan is workable and effective in a small rural school with limited resources. If results are positive, then this guidance program may have implications for other in-state rural districts.

FOND DU LAC

Title: Improving Written Composition in Grades 4-9 using the Wehawken, N.J. Model

Audience: Students, Grades 4-9
Coordinator: Fred Cruckson
DPI Supervisor: Marv Klein
Grant Award: $25,000

This is an adoption of a nationally validated writing instruction model project called Individualized Language Arts: Diagnosis, Prescription, Evaluation developed and currently being disseminated by the Weehawken, New Jersey School District.

Improving the quality of written expression in middle school grades is the prime goal. To do this, staff development will assist 135 teachers develop competence in using 25 proven instructional techniques described in the Weehawken project manual.

FOND DU LAC

Title: Haptic Perceptual Development

Audience: K-2 Students & Their Teachers
Coordinator: Fred Cruckson
DPI Supervisor: Gordon Jensen
Grant Award: $17,994

This is an adaptation of the Haptic Perceptual Development Project originating from Port Huron, Michigan.

Children of average or above average intelligence in grades K-2 who show evidence of learning problems are the target groups. In special sessions occuring after regular school hours, the selected children receive instruction at five different learning stations encompassing a variety of psychomotor experiences.

These stations are: (1) body image-spatial perception, (2) differentiation and laterality, (3) balance and posture, (4) form perception, and (5) trampoline.

Parents attend these sessions too. Then, after instruction they continue the developmental activities at home. It is anticipated that students aided by this project will function better in reading, show improved motor skills, and display a greater self-confidence.

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FORT ATKINSON

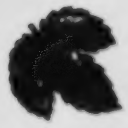
Title: Project LEAF - Language, Environment, and Family - an Adoption

Audience: K-2 Students
Coordinator: Dr. Ronald Wildermuth
DPI Supervisor: David Engleson
Grant Award: $24,880

Project LEAF is a nationally validated project originally developed in the Janesville, Wisconsin public schools and currently being disseminated statewide. This particular adaptation is based on satisfying these needs:

1) a more positive home-school relationship,
2) further development of communication skills in grades K-2, and
3) complementary materials for science at the early grades.

LEAF successfully combines environmental education, language arts experience and parental participation to satisfy the above needs.



39

FREDONIA

Title: Media Production For and By Students - An Adaptation

Audience: K-12 Students & Their Teachers
Coordinator: Virginia Nicholas
DPI Supervisor: Ralph Whiting
Grant Award: $7,158

By adapting the Oshkosh Area School's "Staff Training in Media Production", a former ESEA Title IV project, Fredonia seeks to develop creative learning activities for and by students. Visual perception and student communication skills will be improved thereby enhancing student presentations of all types - speeches, reports, etc.

A district wide representation of teachers will receive training in the preparation and creation of locally produced audio-visual materials. These "trainees" in turn will provide inservice to fellow teachers at all grade levels.

Follow-ups will be wider, creative use/production of audio-visual material by teachers and their students. Also, a graphics class will involve students willing to act as student aides in long-range audio-visual productions within the district.

GREEN BAY

Title: Awareness Training Program For Child Abuse and Neglect

Audience: K-12 Students
Coordinator: Daniel Nerud
DPI Supervisor: Lorraine Davis
Grant Award: $24,709

To assist teachers in taking an active role in identification of maltreated children, this project offers teachers training thru workshops. This adoption is based on "Project Protection" a program originally developed by the Montgomery County Schools, Rockville, Maryland.

The goals for this adoption will be:

1) Training educators to identify victims of child maltreatment.
2) Training educators to refer these victims.
3) Training educators to understand the problem of child maltreatment.

HAZEL GREEN

Title: Project B.A.S.S. - Bolstering Achievement in Social Studies

Audience: K-8 Students
Coordinator: Stephen Bushke
DPI Supervisor: Mike Hartoonian
Grant Award: $25,149

This is an adoption of an innovative ESEA Title IV project developed by the Boscobel, Wisconsin Public Schools.

The major emphasis will be:

1) full utilization of educational television
2) improved student cognitive gains in the social sciences, and
3) improved teacher-student attitudes/effectiveness in the social sciences.

The project correlates the State plan for Social Studies with the successful television programming of the Southern Wisconsin Educational Communication Service. As a result, students will improve in their knowledge, understanding and appreciation of their community, their country and the world.

42

JANESVILLE

Title: Introduction to Nucleonics

Audience: 9-12 Students
Coordinator: George Picholta
DPI Supervisor: Ken Dowling
Grant Award: $23,998

What would happen if a nuclear power plant was constructed in or adjacent to a school district? To offset misconceptions about nuclear energy, Janesville is answering this question by adopting an existing nucleonics course from Crystal Lake Community High School, Crystal Lake, Illinois.

In addition, the course will introduce the computer as a tool, useful in analyzing nuclear energy data and in creating classroom simulations. Besides these experiences, high school students will see the many career opportunities and everyday uses possible through nuclear technology as developed in a course of six required and three optional units.

43

JANESVILLE

Title: Elementary Economics Teacher Inservice

Audience: K-8 Students
Coordinator: Robert H. Williams
DPI Supervisor: Mike Hartoonian
Grant Award: $19,498

Janesville is adapting certain processes of teacher inservice as developed by two different ESEA Title IV programs at Eau Claire and Randall-Twin Lakes. Using mid-band television and videotaped lessons as vehicles, Janesville is cultivating a repertoire of inservice video tapes and cassettes concentrating on elementary economic education. Workshop participation by public and private school teachers in the district involves television and video equipment operation including cameras, recorders and cassette machines. What will emerge is a trained cadre of teachers with enough expertise to be disseminated among their peers.

National award-winning economic lessons will be used. These are based on a publication by the Joint Council on Economic Education called Economic Education: Experiences for Enterprising Teachers. Classroom teachers will choose the suitability of each lesson for their classes as they work towards greater "economic literacy" among their students.

KETTLE MORAINE

Title: Adapted Physical Education for Special Needs Students

Audience: Students: Pre-K-5
Coordinator: Cynthia Mixdorf
DPI Supervisor: Gordon Jensen
Grant Award: $23,694

This alternative physical education program is for students pre-kindergarten thru grade five who show low motor ability and low physical vitality.

Kettle Moraine is adapting Project Active (All Children Totally Involved Exercising), which was originally developed in New Jersey and now is being disseminated nationally as a validated project. Two of Project Active's eight components, "Low Motor Ability" and "Low Physical Vitality," are the basis of inservice for the district's physical education staff and will serve as a model for individualizing student learning.

Other adoption elements include the training of volunteer mothers, cultivating their help in working directly with students and using diagnostic/prescriptive approaches developed by Project Active.

KIEL

Title: Multidisciplinary Project Approach to Environmental Education

Audience: K-8 Students
Coordinator: Victor Holty
DPI Supervisor: David Engleson
Grant Award: $23,005

How do you increase student and teacher awareness of environmental problems? The answer: by adapting a successful multidisciplinary approach to environmental education.

The Green Box is a complete K-8 curriculum for conducting a humanistic environmental education program at school, in the community and at outdoor sites. Green Box utilizes an open access process of teaching-learning. Open access gives the child a chance to manipulate, organize and re-order the parts of the curriculum into a learning plan best suited to his/her own needs while also moving him/her toward a predetermined objective.

Green Box was developed under ESEA Title IV-C funds in the state of California. Field-tested in over 100 classrooms, Green Box is individually oriented toward problem-solving, and has shown real student impact.

46

MILWAUKEE

Title: Improving Reading/Study Skill Mastery at the Middle/Junior High Level Utilizing A Computer

Audience: Students, Grades 6-8
Coordinator: Jack Marcussen
DPI Supervisor: Marv Klein
Grant Award: $25,000

This project will devise a computer program to collect and disseminate a continuum of reading skill information and developmental reading levels. The system will facilitate instruction at the middle/junior high levels and will improve student skill mastery and reading achievement. Also, teachers will be provided with complete reading instructional materials and inservice training.

This project is attempting to adapt two potential models (1) The City-Wide Junior and Senior High School Grade Report developed by the Milwaukee Public Schools and (2) The Wisconsin System for Instructional Management developed by the Wisconsin R & D Center for Cognitive Learning.

47

MILWAUKEE

Title: Primary Prevention Project
7th Grade

Audience: 7th Grade Students
Coordinator: Jack Marcussen
DPI Supervisor: Chet Bradley
Grant Award: $25,000

Two programs will be adapted to assist 7th grade students, their parents, faculty and staff in improving student self-concept and in developing those attitudes and skills leading to healthier behavior.

Prevention of drug abuse is one aim. In this "Peer Listening Project" students work in group activities. Also, teachers are trained, and a host of community agencies collaborate with the school to prevent problems.

The two program models being adapted are the PRIDE Program in Dade County, Florida, and the DARTE Project in Wayne County, Michigan.

PRIDE means Professional Resources in Developmental Education. It is designed to prevent students from developing self-defeating behavior. It steers students away from drugs and other potential problem areas and motivates them toward feeling good about themselves and about others.

DARTE concentrates on teacher training with teams of educators from a particular school or area assisting in the development of teacher competencies focusing on:

(1) drug information - medical, social, legal, physchological,

(2) communication and trust-building between adults and students,

(3) affective education for better student self-awareness, decision-making and problem solving,

(4) developing school/community alternatives to negative behaviors,

(5) action planning by school teams developing local prevention programs which will be done, and

(6) exploring alternative school program activities and community resources.

Adaption of both PRIDE and DARTE components will reflect local needs.

MILWAUKEE

Title: Adaptation of Intermediate Television Series to the Primary Level

Audience: Students, Grades 1-3
Coordinator: Jack Marcussen
DPI Supervisor: Earl Collins
Grant Award: $24,982

Due to the changes in neighborhood schools from local attendance to bussed, integrated, and multi-cultural schools, teachers are faced with new challenges in motivating increasingly diverse groups of children. One result has been a decrease in time and attention to art education.

The district is adapting "Art Life," a cultural-aesthetic TV series originally made for grades 4, 5 and 6. In this project, the series will be rewritten and redeveloped for grades 1, 2 and 3 along with lesson guides.

"Art Life", the program to be adapted, is a series of 30 telecasts. Each is 20 minutes long, in color and based on generalizations from the State Department of Public Instruction art curriculum guidelines. Teacher guides for the video-taped series contain a sequential format of activities.

Each lesson includes:

(1) a cultural-historical aspect wherein arts and artificats of different cultures, different times reinforce a concept,

(2) a critical-aesthetic aspect wherein arts and artifacts are discussed and evaluated in light of elements/principles of art, and

(3) an activity motivation in which activities are demonstrated/discussed to reinforce a generalization or concept.

Adaptation will include suiting these three elements to the younger child, shortening the 30 lessons to 15 minutes and clearing the music and art work for copyright to facilitate adaptions on a broader scale.

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MILWAUKEE

Title: Exceptional Education Instructional Materials Center

Audience: Pre-School Thru Grade 8 Handicapped Students
Coordinator: Dr. Jack Marcussen
DPI Supervisor: Ken McMahon
Grant Award: $25,000

Teachers of both exceptional students and regular teachers who have handicapped students in class need easy access to a variety of quality instructional materials and methods. IMC's at various locales will adapt parts of two models: the Special Education IMC (SEMIC) in Oshkosh, Wisconsin; and the Frostig Center of Educational Therapy in Los Angeles, California.

The project's goals are: (1) to increase teacher skills in providing appropriate instruction for EEN students via use of IMC materials and workshops, and (2) to maintain teacher awareness of current developments in exceptional education thru on-going staff development.

NEW LONDON

Title: Optimum Student Accessibility to Media Materials in an Elementary School Library

Audience: K-6 Students
Coordinator: Carol Diehl
DPI Supervisor: Dianne Williams
Grant Award: $25,000

This school district will adapt a special project originally developed under ESEA Title II by the Racine school district. The aim is to create a school environment improving student cognitive abilities in research skills, and student attitudes while facilitating teacher use of alternative learning experiences.

Staff development via teacher workshops, visitations to the original project site and consultant help will provide in-depth knowledge and practical experiences.

A core committee of teachers will select multilearning materials to support various curriculum areas.

OSHKOSH

Title: Student Training in Media Production

Audience: K-8 Students
Coordinator: Paul Edison Swift
DPI Supervisor: Ralph Whiting
Grant Award: $8,543

This is an adaptation of a former Oshkosh ESEA Title IV-C project, Staff Training in Media Production, which trained teachers in using media more creatively and more widely.

Given the successes and insights of that project, many of its processes will be used in training students from each school building. This will involve a one week summer workshop wherein students develop their media production skills and leadership abilities enabling them to train fellow students.

Teachers who participated in the original project will join the student "trainees" for the last two days of the summer workshop in planning activities for the upcoming year. Results will be: (1) two student media productions in each school, (2) an increased general use of media to enhance student presentations, and (3) more students trained in media production.

It is hoped that students become adeptly trained in effectively using the power of media to enhance their own communications. Also, students may become more discriminating consumers of the media through first-hand production experiences via subject areas.

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PLATTEVILLE

Title: Moduls Unlimited

Audience: K-8 Students
Coordinator: William Turner
DPI Supervisor: Tom Diener
Grant Award: $10,579

Individualized instruction in music for gifted and talented students is this project's major purpose. Music theory, advanced solo performances, arranging and composition are some avenues to be explored. This is an adaptation of the nationally validated Moduls Music Project developed under ESEA Title III at G. Kromrey Middle School, Middleton, Wisconsin.

The Kromrey program consists of individual instruction using models of pre-recorded cassette tapes to teach performance on wind, string, and percussion instruments and voice. These tapes with listening guides allow students to work and perform individually and to progress at their own rate. Besides transposing and arranging music to suit themselves, students also write original compositions.

55

Consortium: PLYMOUTH, NEW HOLSTEIN & KIEL

Title: Accountability Model Based Upon An Individual Educational Development Profile

Audience: K-8 Students
Coordinator: Karloy J. Galstad
DPI Supervisor: Judson Harmon
Grant Award: $24,996

This consortium project will adapt a Comprehensive Achievement Monitoring system, an accountability model developed under a 1975-76 ESEA Title IV-C planning grant. The system to be developed and implemented will render an educational profile for each student. This accountability model focuses not on process but the measurement and evaluation of product. Thus, an early and precise identification of skill on competency objectives for students is required. A pool of skill objectives and related criterion - referenced test items will be developed for grades 3-8 in math, and grades 3-5 in language arts. By adopting the CAM system from Hopkins, Minnesota, a computer based information storage and retrieval system will help accomplish these tasks. CAM stands for Comprehensive Achievement Monitoring, a system of the Demonstration Evaluation Center in Hopkins, Minnesota. CAM is a nationally validated Developer/Demonstration project, part of the National Diffusion Network.

Teachers receive two types of computer printouts -- a class profile and an individual student profile. Results of the criterion-referenced testing program identify objectives both mastered and unmastered. The two printouts help teachers to diagnose class weaknesses and individual ones as well. Proper learning activities can then be prescribed. A cumulative listing of all objectives being met is a third printout for parents.

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PRAIRIE DU CHIEN

Title: Exploring Junior High Industrial Education Through Curriculum and Laboratory Experiences

Audience: Students, Grades 7-8
Coordinator: Robert E. Mateyka
DPI Supervisor: Len Sterry
Grant Award: $25,000

All students, boys and girls, will have more opportunities to explore and understand industry and its effect on our technical society. Curriculum units and laboratory experiences involving energy, communications, materials processing and manufacturing will be developed. In addition, the project will provide instructional materials and equipment for lab experiences on an individual or group basis.

This is an adaptation of two successful models developed at the junior high schools of Seneca Public Schools under an ESEA Title IV-C grant, and a similar program by South Junior High School in Port Wing, Wisconsin using ESEA Title III funds.

57

RACINE

Title: Mathematics-Adapter/Adopter Technology High Quality

Audience: Teachers and Their Students, Grades 1-2
Coordinator: John Aceto
DPI Supervisor: Donald Chambers
Grant Award: $24,983

By adapting the Minneapolis Public School's Title I Program, "Production Center for Audio and Printed Materials" the Racine Project will write and print student math materials aimed at the locally identified needs of Racine's first and second grade students.

Curriculum writing workshops, meetings, class visits and demonstrations are other experiences which will be offered to teachers, aides and parents.

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RHINELANDER

Title: Adaptation of Exploratory Energy Program Resulting in Industrial Education Program Enrichment

Audience: Students, Grades 7-8
Coordinator: Fred Skebba
DPI Supervisor: Len Sterry
Grant Award: $8,011

How can students better understand energy, its problems and long-range solutions? For Rhinelander, the answer is adapting an energy education program in industrial arts orginally created at Westfield High School, Westfield, Wisconsin using ESEA Title IV-C funds.

An initial six week unit in energy will serve as a base for a eventual energy program for grades 7-12. Students will explore occupational possibilities and participate via "hands-on" activities with many forms of energy - electrical, mechanical, fluid, wind and solar power. Also, students will master such energy concepts as: availability, conversion, transmission, storage, control and conservation.

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RIB LAKE

Title: Project "Alive" (A Library Inspires Values Exploration)

Audience: Students, K-8
Coordinator: Matthew Gibson
DPI Supervisor: Dick Sorenson
Grant Award: $25,000

This is an adaption of an original school media program developed under ESEA Title II funds by North Lakeland Elementary School in Manitowish Waters, Wisconsin. Adapting this media curriculum to a new setting means updating equipment and material. It also means optimizing teacher use of library media centers via inservice training.

All efforts are aimed at helping students understand the people, cultures and lifestyles existing worldwide. Further, students will recognize a broader range of vocational and educational choices.

RIO

Title: Development and Implementation of the 8-12 Industrial Education Program at Rio Junior/Senior High School

Audience: 7-12 Students
Coordinator: Dick Zimmerman
DPI Supervisor: Len Sterry
Grant Award: $24,933

The goal is to plan, develop and implement the Westfield High School Model cluster approach to industrial education. A major emphasis is to develop curriculum and materials for courses in energy, communications and processes. These courses will be enhanced by lab experiences on an individual or group basis.

In the original program, each course uses an integrated approach to industry. Students plan, design, produce and market a product. After completing an introductory course called Study of Industry, students may elect one or more of these clusters: Materials, Processes, Communications and Energy.

Certain adaptations include a survey course Study of Industry for all 8th grade students and other options for grades 9-12.

SHEBOYGAN

Title: A Comprehensive Computer Project for the High School

Audience: Students, Grades 9-12
Coordinator: Ben Huizinga
DPI Supervisor: Donald Chambers
Grant Award: $24,985

This is an adoption of the computer program developed originally at Nathan High School in West Allis, Wisconsin.

Students in this year-long computer science class will learn: (1) the history of computers, flow charting, (2) logic with circuit boards, (3) how to write a basic computer program in a number of computer languages, (4) more advanced programming in the basic language, and (5) careers related to computers. In addition, students not in the computer science course will learn the value and use of the computer thru various canned programs. Students from various academic departments will use the available computer as appropriate.

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SHEBOYGAN

Title: Experience Based Career Education for 9th Grade Students Following the Model of the Fond du Lac EBCE Project

Audience: Students, 9-12
Coordinators: Donald Hoeft, Allen Stressman and Paul Dewane
DPI Supervisor: Bob Meyer
Grant Award: $17,984

The original project merges academic, vocational and general education into a program of total learning that makes maximum use of community resources. Students have access to a variety of life and work settings. They identify their interests, abilities and values while developing realistic career/life goals.

Also, 100 ninth graders will be placed for a one week work period at various local businesses or industries. Further, language arts class will make special emphasis of self awareness, aptitudes, work attitudes, application forms, trends in the labor market and occupational searches. During a one week training workshop, language arts teachers will develop actual career classroom materials and their appropriate presentation.

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SHEBOYGAN FALLS-OOSTBURG-CEDAR GROVE

Title: Consortium Adoption of Vocational Reading Power

Audience: Teachers of Grades 9-12
Coordinator: James Snavely
DPI Supervisor: Marv Klein
Grant Award: $24,805

The Vocational Reading Power (VRP) program is a nationally validated reading program. It places heavy emphasis on training teachers in content related reading skills. The VRP involves fourteen moduls designed to train teachers in skills and strategies which can aid students' use of reading materials and provide alternatives to traditional reading content or assignments.

This adoption will supply services to teachers and students in all subject areas, not just the vocational areas. It will focus on "reading skills for use with content materials." Teachers being trained will master five to seven of the moduls developed/tested by VRP.

VRP recommended student diagnostic materials will also be used to identify specific reading problems in individual classes. Along with the VRP materials and an on-going inservice program, what will emerge is a cadre of content area teachers. They will minimize the differences between required reading materials and their students' reading abilities.

SURING

Title: Local History Preservation

Audience: Students, Grades 1-12
Coordinator: Dr. Mel Timmons
DPI Supervisor: Mike Hartoonian
Grant Award: $3,709

The model for this local history adaptation is selected components from "An Introduction to the Rights and Responsibilities of American Citizens." The project will develop the equivalent of chapters as paralleled for the Suring Area:

(1) The town of Suring and its Government

(2) Oconto County and its Government

(3) The State of Wisconsin and its Government

Guidelines furnished by the Wisconsin State Historical Society will also assist in shaping curriculum to fit local needs. The content will have a rural focus, and will be adjusted to elementary, junior and senior high pupil participation. The original Milwaukee social studies curriculum used the talents of sixty-five professionals - a ready resource for advice on local curriculum development.

Social studies teachers and students will produce an historical monograph and filmstrip series about the communities, hamlets and rural areas within the district.

TOMAHAWK

Title: Tomahawk's Project Learning Tree

Audience: K-12 Students
Coordinator: Sandra Jacobson
DPI Supervisor: David Engleson
Grant Award: $10,027

This is an adoption of "Project Learning Tree," an environmental education program developed for the American Forest Institute by the Western Regional Environmental Education Council. Teachers participating in a summer workshop will become educational leaders in utilizing environmental concepts in their classrooms and especially at the 600 acre school forest.

"Learning Tree" is a series of activities designed to help the teacher aid students in developing evaluative and decision-making skills. This is an interdisciplinary program emphasizing the outdoors as a learning lab whenever possible.

Concepts and learning activities will be selected from the "Learning Tree" series and adapted to suit the needs of Tomahawk's teachers and students.

66

TONY-INGRAM-GLEN FLORA

Title: Junior High Reading Lab

Audience: Students, Grades 7-9
Coordinator: Ethel Rybarcyzk
DPI Supervisor: Marv Klein
Grant Award: $9,920

The project "Reading Lab for Teenagers" establishes a comprehensive reading center including: achievement, assessment, diagnostic testing, prescriptive programming, instruction and evaluation especially for all students reading one year below grade placement.

The major aim is to allow each student to work at the instructional level best suited to his educational background and mental maturity.

Suggested activities designed to meet individual needs are evaluated formally and informally. A sequential procedure of diagnose, prescribe, teach and learn is emphasized. A certified reading teacher hired by the district directs the lab with help from one aide.

The program is an adaptation of the "Language Resource Lab," a project developed by the Pardeeville School System, Pardeeville, Wisconsin.

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TWIN LAKES-LAKEWOOD SCHOOL DISTRICT

Title: Elementary Developmental Guidance Experiences (EDGE)

Audience: K-8 Students
Coordinator: John Baranowski
DPI Supervisor: Bill Erpenbach
Grant Award: $24,142

In cooperation with the University of Wisconsin-Milwaukee, Lakewood has designed this EDGE program. It is an adaptation from a program serving K-5 students in Menasha, Wisconsin.

EDGE provides experiences to enhance the personal development of students and helps teachers to acquire those skills needed for program implementation. Outcomes include successful adaptation of the Menasha Project from an urban to a semi-urban community, increased teacher involvement in guidance activities and behavior and expanded guidance activities to include grades 6, 7 and 8.

WALWORTH

Title: P.U.P.I.L.S. (Pupils Using Personalized Instructional - Televised Learning In Schools)

Audience: K-8 Students and Their Teachers
Coordinator: Dr. L. J. Siudzinski
DPI Supervisor: Ralph Whiting
Grant Award: $21,434

This is an adaptation of Project M.A.N. (Media - A- Necessity) developed under an ESEA Title IV-C grant by the Randall-Twin Lakes, Wisconsin School District. Project M.A.N. was designed (1) to develop student and teacher skills in viewing and producing educational programs and (2) to create educational media that will enhance or reinforce the concepts and skills used in the classroom and throughout the school.

Walworth will adapt M.A.N. in an attempt to improve the quality of personalized instruction, remediation and enrichment for students and teachers via effective use of educational television.

WAUPUN

Title: Reading Power Project

Audience: Students, 9-12
Coordinator: Armin J. Paff
DPI Supervisor: Marv Klein
Grant Award: $18,155

Vocational Reading Power is a nationally validated project originally developed in Oakland County, Michigan. It is a staff development project of six parts which assists secondary teachers in their respective subjects: (1) to learn about their students' reading abilities, (2) to analyze the readability of their instructional materials, and (3) to develop teaching techniques matching student abilities to the materials of the content courses. The overall strategies and methods employed should enhance the developmental growth of student reading behavior.

The project will be phased in over a two-year period with four of the program's six components being implemented during year one, and the remaining components during year two thru local funding. The four project components for the first year include: (1) Testing, (2) Readability Analysis, (3) Occupationally Specific Key Word Glossaries, and (4) Teacher Survey.

Year two will focus on (5) Reading in the Content Area Modules and (6) Instructional Materials Systems.

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WAUSAU

Title: Curriculum Adaption for Hearing Impaired Students

Audience: Pre-School Thru Grade 8 Handicapped Students and Their Teachers
Coordinator: Daniel P. Norton
DPI Supervisor: Samuel Milesky
Grant Award: $6,871

The Wausau School District is adapting the curriculum guides of the Wisconsin School for the Deaf at Delavan. These guides will also be supplemented by the district's curriculum consultants, summer and Saturday workshops and visiting representatives to and from the Delavan facility.

Already existent curriculum guides for the hearing impaired cover: language arts, math, science, social studies and multiply handicapped classes.

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WEST ALLIS-WEST MILWAUKEE

Title: The Multi-Ethnic Center for Language and Culture

Audience: 7-12 Students and Their Teachers
Coordinator: Robert A. Thompto
DPI Supervisor: Frank Grittner
Grant Award: $24,960

This is an adaptation of the Madison Metro School District "Teacher Exchange," which is an ESEA Title IV-C funded teacher center. The Center houses facilities for the design/production of curriculum material, and serves as a clearinghouse for teacher workshops and inservice programs.

Two adoption components being implemented by West Allis involve the specific content area of foreign language and concentration on a junior high - high school teacher audience.

This center provides a setting for the exchange of ideas, materials and community resources. Also, the center responds immediately to specific needs of foreign language teachers by encouraging the development and sharing of alternative models of learning environments.

WISCONSIN RAPIDS

Title: Adopting a Conceptual Visual Arts Resource Program of Circulating Integrated Resources for Conceptual Learning

Audience: K-12 Students
Coordinators: John Davenport & Edward Schmidt
DPI Supervisor: Earl Collins
Grant Award: $21,997

This district's three year curriculum writing committee has developed a comprehensive conceptual art curriculum, K-12. In addition, an earlier ESEA Title IV-C planning grant has discovered a district need for a "stimulating array of available resources." Thus, Wisconsin Rapids is adapting the art resource project originated by the West Allis, Wisconsin School District. This adaptation provides diverse, unusual art materials/resources and processes to stimulate students - visually, tactiley, and audibly. All this motivates and reinforces conceptual learning. Also, it fosters inductive aesthetic experiences and promotes intense encounters with a diversity of materials and activities.

Adaptation includes: (1) more concentrated use of natural objects, specimens, stuffed animals, birds and fish, etc., (2) less expensive storage, transport and display of resource units, and (3) a commissioned professional photographer who will take thirty landmark photographs of the Wisconsin Rapids area. The photographs will be mounted as 11" x 14" prints grouped into smaller sets for use as classroom aids when discussing environmental design and unique man-made or natural features. This same resource can also inspire varied student artistic expressions.

These and other motivational resources will circulate from a centrally located district resource center.

CESA #1

Title: Multidisciplinary Consortium Approach to Communication/ Graphic Arts in the Small School

Audience: 9-12 Students
Coordinator: Fred J. Schlicting
DPI Supervisor: Len Sterry
Grant Award: $26,300

Using ideas from a number of former projects, this consortium plan seeks to develop and implement a communications/graphic arts curriculum. This includes the necessary materials and equipment to help students explore the communications/ graphic arts field and develop lifelong interests or saleable skills. Three high schools are involved: Mellen, Ondossagon and South Shore schools.

Workshops and inservice will focus on using the curriculum, materials and equipment. Teachers from the industrial arts, business education, English, speech, art, library and audio-visual areas will participate and implement the curriculum into their current course offerings. Each school will use only a part of the "traveling" equipment and curriculum materials at any one time so that all schools will work simultaneously on different phases of the program.

CESA #7

Title: Adoption of Project Learning Tree

Audience: K-8 Teachers
Coordinator: Ronald P. Zimmerman
DPI Supervisor: David Engleson
Grant Award: $20,349

Teachers have indicated a need for inservice training in environmental education. Project Learning Tree is a supplementary curriculum focused on environmental concerns. It offers involvement for children as they experience relationships between the man-made and natural world.

"Learning Tree" was developed by the Western Regional Environmental Education Council, a thirteen-state education association, and by the American Forest Institute. Curriculum activities were created by teams of elementary and high school teachers. Students affected by Project Learning Tree have opportunities for tangible involvement with their environment.

Learning Tree curriculum guides use the following principles as a framework:

1. Environmental Awareness
2. Diversity of Forest Roles
3. Cultural Contexts
4. Societal Perspectives on Issues
5. Management and Interdependence of Natural Resources
6. Life Support Systems
7. Lifestyles

CESA #11

Title: Adopting Project I-C-E

Audience: K-12 Students
Coordinator: Robert Howard
DPI Supervisor: David Engleson
Grant Award: $22,570

Project I-C-E (Instruction-Curriculum-Environment) is a state and nationally validated K-12 environmental education program originally developed for the Northeastern Wisconsin Regional area covering CESAs 3, 8 and 9. ICE consists mainly of supplementary environmental education curriculum guides developed by over 200 teachers. This CESA-wide adoption will have two phases: (1) direct implementation in '78-79 by six pilot districts at different grade levels, K-6, 7-9 and 10-12. This will include training, materials, monitoring and evaluation of student change; and (2) the training of a core of teachers in all remaining participating districts along with appropriate materials. Future implementation will become the ongoing responsibility of local districts.

The goal of I-C-E program is to help students appreciate the vital issues, concerns and factors shaping environmental attitudes and values for a quality life, one which maintains environmental balance.

CESA #14

Title: Production and Inservice Center (PIC)

Audience: Pre-School thru Grade 12 Students and Their Teachers
Coordinator: Melvin O. Bollom
DPI Supervisor: Ralph Whiting
Grant Award: $24,737

Widely scattered schools of small populations and limited school district budgets prohibit a media production area within each building. By adopting a Media Production Center plan from Iowa's Area #1 and by adding media workshop programs for teachers, CESA #14 plans to make such facilities and skills readily accessible to all school personnel and students.

An already existing CESA #14 van delivery system will make available basic production equipment and supplies. Further, trained personnel will present workshops, directly aid teachers and coordinate the production center services.

WALWORTH COUNTY HANDICAPPED CHILDREN'S EDUCATION BOARD

Title: Career Simulation Activities for Rural Special Education Students

Audience: Pre-School Thru Grade 12, Handicapped Students
Coordinator: Corwin A. Krugh
DPI Supervisor: J. Bohren
Grant Award: $22,811

This adopter/adapter project is designed to provide K-12 special education students access to a coordinated sequential career education program.

Teacher inservice focuses on integrating concepts of academic and vocational education. There is a special emphasis placed on improving math and language arts skills via career oriented materials. Simulated occupational situations are videotaped, viewed and critiqued. Educational television and career oriented materials will be used throughout the project.

The major outcome will be a comprehensive career education program ultimately resulting in successful job placements and heightened student self-awareness thru language arts and math skills.

78

WISCONSIN SCHOOL FOR THE DEAF

Title: Strengthening Statewide Services for the Hearing Impaired

Audience: Pre-School thru Grade 12 Handicapped Students Statewide
Coordinator: John Shipman
DPI Supervisor: Samuel Milesky
Grant Award: $24,527

This project will strengthen statewide services to severly handicapped hearing impaired children. It establishes a team of experts who will diagnostically assess, suggest an Individual Educational Program and then provide the students' classroom teacher(s) with a working demonstration of various communicative-teaching strategies necessary to successfully implement the Individual Educational Program. The model is called the Diagnostic/Program Development/Staff Training. The Wisconsin School for the the Deaf will provide in-house diagnosis and demonstration of educational programs for their students as well as outreach programs of diagnosis, program development and demonstration. Out-reach programs would concentrate on assisting local school districts to develop diagnosis and educational programs for those youngsters that are difficult to aid.

The WSD will use a team of individuals consisting of a clinical/school psychologist, communication specialist, speech therapist, teacher of the deaf and learning disabilities, plus the diagnostic teacher along with support staff.

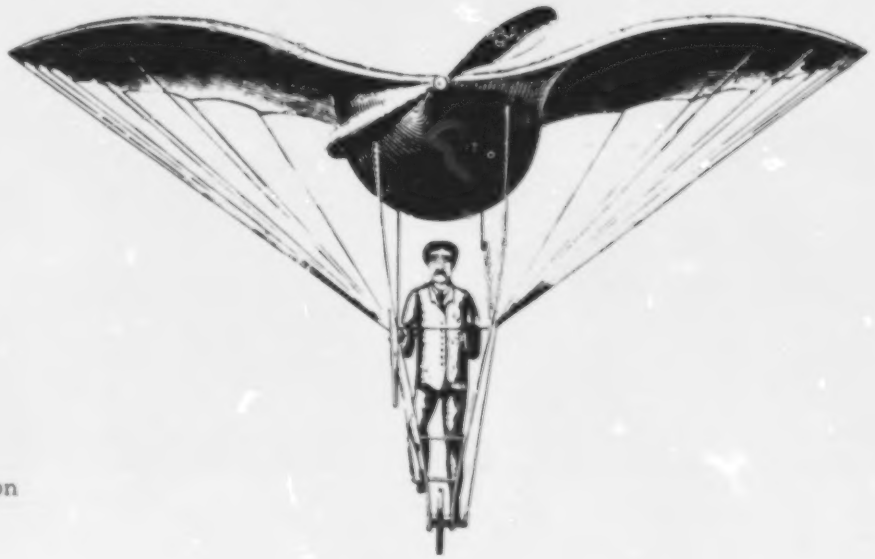
79

D/D = Demonstration/Dissemination Projects

PURPOSE: Demonstration/Dissemination grants provide a means whereby validated Wisconsin projects can disseminate statewide. Thru this type of grant, project information, materials, processes, or training developed by these state or nationally validated projects become more readily available to Wisconsin schools. Local school districts seeking to adopt a successful in-state project can do so with local funds, apply for an ESEA Title IV-C adopter/adapter grant through the competitive process, or work in cooperation with a demonstration/dissemination project. Any one or combination of methods makes the sharing of educational successes workable and practical.

In FY '78, demonstration/dissemination grants are for one year with a generally suggested funding range of $[illegible]000.

Only Wisconsin projects which have received state or national validation are eligible applicants.



JANESVILLE

Title: Project L.E.A.F. (Language, Environment, and Families)

Audience: Students K-3
Coordinator: Karel Cripe
DPI Supervisor: Bob Kellner
Grant Award: $11,266

Project L.E.A.F. was recently recognized as a nationally validated project. Thus, this grant will assist L.E.A.F. in sharing its successful approaches throughout Wisconsin for schools wishing to adopt/adapt the L.E.A.F. model. The three main goals of the project are:

1. to stimulate the development of oral and written communication skills through ecology,

2. to involve children and parents in ecology-oriented activities, and

3. to create a greater awareness of the environment among elementary age school children.

Statewide dissemination calls for a series of awareness sessions to be presented in different sections of the state. Also, in-service training for teachers planning to implement Project L.E.A.F. will be offered to school districts who request such training. In-service sessions will utilize the L.E.A.F. Resource Guide, a teacher-created handbook which contains the project's most successful environmental awareness/language arts activities and ample ideas for positive parental involvement. Schools are urged to contact Project L.E.A.F. directly for more information or training dates.

OCONOMOWOC

Title: Project HAPPE (Home Aid for Parents in Pre-School Education)

Audience: Teachers and Parents Statewide
Coordinator: Ron Geraghty
DPI Supervisor: Bob Kellner
Grant Award: $10,189

After three years of development under ESEA Title III, Project HAPPE has received national validation. This honor underscores the project's successes and makes it eligible to disseminate statewide under ESEA Title IV. HAPPE's main focus is to improve the parenting skills in parents of preschool children. It has six components:

1. Dial Harmony - audio tapes of 102 topics considered significant information to parents of pre-schoolers.

2. Hospital Program - educational programs for hospital maternity wards.

3. High School Child Development - a modified curriculum teaching high school students "how to" be better parents.

4. Audio-Visual - eighteen programs on pertinent topics for parents.

5. Screening Programs - easily used in the home and/or clinical setting for children, ages 0-5.

6. Parent Discussion Group - a method for teaching parents some principles involved in the raising of preschool children.

This statewide sharing of HAPPE will focus its efforts on the dissemination of its products. HAPPE will also directly assist agencies interested in the adoption/adaption of its components.

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85

SHEBOYGAN

Title: Project AWARE (Art with Aesthetic Resources for Enrichment)

Audience: K-6 Elementary Students and their Teachers
Coordinator: Allen Hanson
DPI Supervisor: Bob Kellner
Grant Award: $14,705

Project AWARE was developed and validated under ESEA Title III. AWARE focuses on the history and appreciation of art for elementary children. The project's major result is in children growing aesthetically in: (1) knowing and appreciating works of art and design forms in both the natural and man-made environments, and in (2) applying these learnings to enrich their daily lives.

Another vital project outcome has been the design of an "outreach" program which involves a community-wide effort. All of the following have been tapped in supporting or expanding in-school learning: community resource people and volunteers, cultural centers, civic and church organizations, private schools, institutions of higher education and industry.

Project AWARE has five main components:

1. Portable Learning Modules with supplementary kits,

2. Presentation of Art Reproductions utilizing Community Volunteers,

3. Resource Learning Kits on artists, movements, and themes,

4. Artists in Schools and visits to artists' studios, and

5. Field Trips to natural and man-made sites, art centers, and museums.

Project AWARE is now available for replication throughout Wisconsin. Awareness sessions and training for interested school districts will receive a major emphasis in this project's dissemination efforts.

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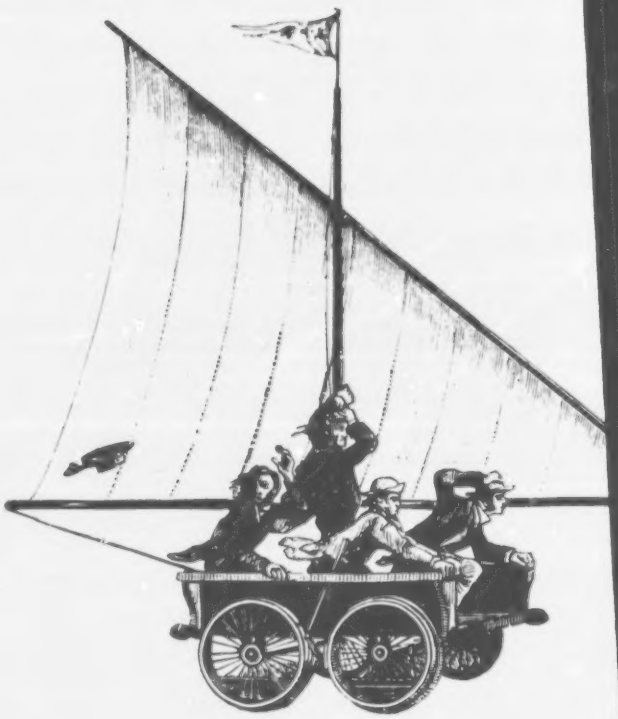
I/E = Innovative/Exemplary Projects

PURPOSE: Innovative/Exemplary projects are expected to yield successful programs that eventually will be suitable to adopt or adapt. These projects seek to develop a creative, appropriate, and/or specially designed process/product aimed at satisfying a local educational need. Innovative/ exemplary approaches hold promise of having implications if successful, for broader replication within the state. These projects should be of sufficiently high quality conceptually and operationally to merit eligibility for eventual validation.

Innovative/Exemplary projects have a three year time limit. Yearly continuation is based on satisfactory on-site evaluation and approval of a continuation proposal. Funds are based on program need.



APPLETON

Title: Vocational Services for EEN Secondary Students

Audience: Grades 9-12 Handicapped Students
Coordinator: John J. Freehill/Ken Kilgore
DPI Supervisor: Harold Schmidt
Grant Award: $30,533
Project Year: First

As a result of an ESEA Title IV-C planning grant, the Appleton School District studied the problems of delivering vocational training and experiences to secondary EEN students.

The planning grant identified a strategy, and this innovative/exemplary grant will implement that strategy. The goal is to provide vocational, special and support services to suit the vocational needs of the target audience and to develop those skills fostering socially and economically independent citizens. The following project outcomes are expected:

1. increased sensitivity and skills of vocational and special educators in providing EEN students with vocational training and experience,

2. a total Service System which overcomes barriers to service, and provides support services, and

3. increased opportunities and services for secondary EEN students especially in terms of training and experiences.

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BROOKFIELD

Title: Development of Student Awareness and Capability in Environmental Education in the School District of Elmbrook

Audience: K-12 Students
Coordinator: William E. Polley
DPI Supervisor: David Engleson
Grant Award: $22,000
Project Year: Second

The ultimate goal is to develop among students an awareness and concern for the environment. Students will acquire the knowledge, skills, attitudes and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones. To reach this goal, three main tangible avenues will be pursued:

1. the development of a 17-acre nature center site,

2. implementation of teacher inservice for all interested K-12 public and private school teachers, and

3. curriculum writing of trail guides, environmental education study units, and an ecology course.

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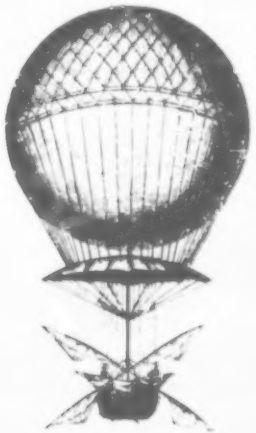
ELKHART LAKE-GLEN BEULAH

Title: An Integrated K-12 Environmental Education Program

Audience: K-12 Students
Coordinator: Suzanne Simon
DPI Supervisor: David Engleson
Grant Award: $27,000
Project Year: Second

To infuse environmental learning across the total curriculum and to tap the unique array of locally available human and natural resources are this project's two goals. The key toward achieving this is total staff development via workshops, consultants and practical "hands-on" experiences with on-site and off-site community resources. Student gains on both the cognitive and affective levels are foreseen as teachers adeptly develop, monitor and evaluate those special skills, techniques and concepts needed to integrate environmental learning curriculum-wide.



91

GREEN BAY

Title: Science and Environmental Monitoring

Audience: 9-12 Students
Coordinator: Robert Showers
DPI Supervisor: Ken Dowling
Grant Award: $16,605
Project Year: First

In response to industry feedback and student needs assessment, this project's aim is to fully implement a capstone course stressing environmental monitoring and data handling. This course would link the school science curriculum with laboratory activities ongoing in industries within the region.

Instructional units and background materials will be completed so that a concise package can be ready for district-wide use. The course serves as a natural bridge between the schools and the local community. Representatives of industry are involved in the overall organization, implementation and evaluation of the course. As a result of this project, students will show greater ability to apply science concepts and processes to industrial problems and situations.

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GREEN BAY

Title: Project Diploma

Audience: K-12 Students
Coordinator: Gerald Whitehouse
DPI Supervisor: Len Pennington
Grant Award: $77,000
Project Year: Second

The major thrust is to increasingly reduce the number of dropouts over a three-year period. Related to solving this problem are these secondary goals:

1. to make parents of potential dropouts more knowledgeable about the necessity of an education and parental duties/responsibilities in the educational process, and

2. to train target school staff in using methods/techniques to meet more adequately the needs of potential dropouts. There is major emphasis at the elementary level on early identification, intervention, parent involvement and staff inservice. Two centers on the secondary level, one at a junior high school and one at a senior high school offer individual and/or alternative student programs.

HAMILTON

Title: Developmental Career Guidance Improvement Program

Audience: K-12 Students
Coordinator: Richard Granum
DPI Supervisor: Don Severson
Grant Award: $56,746
Project Year: First

This project focuses on guidance and career education in five areas of student need: self awareness, knowledge of the world of work, work habits and attitudes, interpersonal skills and decision-making.

To accomplish this, the project provides staff development for counselors, inservice teacher training, guidance curriculum development and reconceptualizing the counselor's role. The latter involves the counselor in more of an instructional role by modeling classroom activities, serving as a resource to teachers, and working with student groups in clusters of developmental tasks. The end result will be an exemplary K-12 guidance/career education program serving as a model for other Wisconsin districts seeking to improve pupil services.

LANCASTER

Title: Home Oriented Preschool Education - Project HOPE

Audience: Preschoolers, ages 0-5, and Their Parents
Coordinator: Candace Smith
DPI Supervisor: Sue Ann Bates
Grant Award: $52,000
Project Year: Second

HOPE proposes a home, school, community partnership to meet the needs for parent education. Programs for children ages 0-5 and services to the community are provided through a Child Development Center for families from all socio-economic groups.

Emphasis is on early assistance for optimum benefit to the child's development. Further, strengthening and supporting the family as the initial, most vital influence in a child's intellectual development is accented.

Key components of HOPE are:

1. parent education via group meetings and workshops,
2. small "play" groups for children,
3. a pre-kindergarten home-vistors program, and
4. a Child Development Center with a diverse range of family services.

By getting parents involved and committed, the program focuses on re-establishing values and priorities needed for educational success. All the while, HOPE encourages and supports the family as the basic unit of society.

95

MADISON

Title: Creating Local Educational Change Through a Local Teachers' Center

Audience: K-5 Students and Their Teachers
Coordinator: Thomas L. Swenson
DPI Supervisor: Frank Grittner
Grant Award: $24,000
Project Year: Final

By operating a local teachers' center, the Project provides a set of on-going support services to assist pre-school and elementary teachers in making self-selected instructional changes. Such services enables participating teachers to create new classroom materials, acquire recycled materials for classroom uses, learn exemplary approaches used by other teachers, and discover available community resources.

Ultimately, the project will alter teacher perceptions of their responsibility and capacity as change agents. The project aims are to:

1. create an environment for enhancing professional esteem of the district's preschool and elementary teachers, and
2. facilitate instructional improvements in their schools and classrooms.

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MADISON

Title: Minority Student Dropout Prevention Project

Audience: K-12 Minority Students
Coordinator: Zachary Cooper
DPI Supervisor: Len Pennington
Grant Award: $62,000
Project Year: Second

By developing a K-12 model for the delivery of school services to minority students and by intervening with effective strategies, the project hopes to keep minority students in school.

Activities include: steering committee operations, preparation of a model delivery system based on prior research done locally or nationally, and staff and program development efforts. The latter efforts include counseling, family outreach, minority student education support, and career planning.

Expected outcomes are:

1. a model useful to school districts for local school implementation of minority student programs, and

2. a reduction in the proportion of minority student underachievers and dropouts in this district.

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MANAWA

Title: Symco Kindergarten Learning Activity Center

Audience: Kindergarten
Coordinator: Nancy Goetz
DPI Supervisor: Sue Ann Bates
Grant Award: $10,000
Project Year: Final

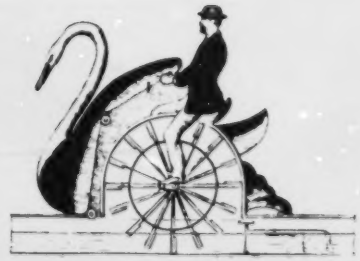
The project provides opportunities for children to:

1. pursue individual interests and projects resulting from or extending classroom experiences and/or based on student initiative,

2. increase their readiness for basic skill development in oral and written language, science and mathematics,

3. develop psychomotor activities necessary to learning, and

4. experience a climate aimed at self-actualization.



98

MARSHFIELD

Title: Project TRANS-MIT: Technology as a Response to Actual Needs: Maximizing Involvement in Television

Audience: K-12 students and their teachers
Coordinator: Randall C. Day
DPI Supervisor: Ralph Whiting
Grant Award: $36,841
Project Year: First

Last year, an ESEA Title IV-C Planning Grant enabled the Marshfield Schools to examine ways of increasing the amount and improving the use of television resources in the curriculum. This innovative project presents a model of teaching-learning as a communication process. Alternative teaching strategies, teacher-designed instructional tapes and student visual literacy skills are some components of this model. Particular emphasis will be on the production of instructional video tapes for elementary Language Arts. Videotape content is derived from the district Language Arts curriculum. The tapes are employed as alternative teaching-learning formats.

Also, the project will produce a syllabus for instructing the basic skills of the psycho-visual process. Students ultimately will: (1) demonstrate an awareness of the natural psycho-visual process, (2) understand the techniques used by visual procedures and (3) show their ability to apply the psycho-visual process to television production.

MCFARLAND

Title: Individualizing Social Studies Utilizing Computer Managed Instruction

Audience: K-12 Students
Coordinator: Julia Frohreich
DPI Supervisor: Mike Hartoonian
Grant Award: $52,449
Project Year: Second

Having implemented an individualized math, reading and science program on the K-6 level, this district seeks to individualize the last major cognate area - social studies. Also, to eliminate duplication of instructional effort and teaching overlap of social studies skills, content and strategies; a computer managed instructional model already operational for the other major K-6 subjects is being developed for social studies. Staff inservice, feedback and student testing both cognitively and affectively are part of the model.

Expected project outcomes will be:

1. a K-6 individualized social studies program,
2. a battery of both cognitive and affective evaluation instruments to measure this program,
3. a useful, appropriate and timely computer managed instructional system,
4. tables indicating instructional overlaps and teaching duplication, and
5. access to career information for 7-12 staff with
6. implications for individualizing the 7-12 social studies curriculum as well.

MIDDLETON

Title: A Multi-Level Approach to Success in Learning

Audience: 4-9 Students
Coordinator: Charles R. Eilber
DPI Supervisor: Len Pennington
Grant Award: $53,325
Project Year: Second

Focusing on school dropouts, this project concentrates its initial efforts in grades 4 through 9. Grade 4 is seen as a transition point to the upper elementary, more subject-oriented program; grade 9 is a transition to high school where a poor transition greatly increases dropout probability. Between these critical points, behavior/attitudes leading to dropping out intensify or become more difficult to modify.

Training for selected teachers and aides develops skills in assisting students with poor self concepts, low achievement and outside problems. Training includes techniques and materials based on sound principles of humanistic education.

Specific focal activities cover visual/written/oral communications and self awareness through outdoor education. Other strategies include curriculum changes, community outreach and "support" faculty members working with the project director, project counselor and middle and high school students.

101

NIAGARA

Title: Niagara Prototypic Science Curriculum Development Project

Audience: K-12 Students
Coordinators: Larry Tinti and Peter Behnke
DPI Supervisor: Ken Dowling
Grant Award: $40,000
Project Year: Second

This district seeks to redesign its K-12 science curriculum, by creating a future rather than past oriented program suited to changing needs. A project committee is designing and verifying a basic plan to develop a K-12 science program and to revamp science facilities for such a program. The project will work with the Department of Public Instruction in developing an innovative science program based on the Wisconsin Model.

Besides studying the "Wisconsin Model," the project provides inservice training while developing/implementing six modules evaluated by the DPI and outside consultants.

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OCONOMOWOC

Title: Planning and Implementing Alternative Physical Education Programs for Students in Grades K-9

Audience: Students in Grades K-9
Coordinator: Patrick J. Powers
DPI Supervisor: Gordon Jensen
Grant Award: $45,979
Project Year: First

This project will plan physical education alternatives for elementary and junior high students displaying some type of physical, health or emotional problem. The plan is founded on a skill sequenced competency based physical education curriculum. The identified problems prevent or limit participation in the normal physical education program. Problems range from orthopedic conditions to poor motor skills, or from social-emotional or health impaired conditions to low fitness level or malnutrition. Any one or a combination of these might restrict normal physical education or self support.

Besides staff development and training conducted by local, university and state agency personnel, an identification diagnostic procedure will be implemented on a K-9 basis. Based on a competency based curriculum, individual physical education prescriptions will be created and written for all special needs children.

OSHKOSH

Title: Public Access Cooperative Television (Project PACT)

Audience: K-12 Students
Coordinator: Dr. Edward Anderson
DPI Supervisor: Ralph Whiting
Grant Award: $50,039
Project Year: Final

The school districts of Oshkosh, Menasha and Neenah work cooperatively to develop, plan and test a model which will provide the basis for developing public access cooperative television. Within these three communities, people, places and cultural institutions inherently valuable as educational resources are involved in locally produced videotaped programs. These programs are used in applicable curricular areas with students expected to demonstrate increased knowledge and/or attitudinal change directly related to these cooperatively shared/produced programs. Involved teachers show an increased use of instructional television.

PULASKI

Title: Metric Education for Elementary-Secondary Students, Parents and Community

Audience: K-12 students, their teachers and the community
Coordinator: Arthur Fenske
DPI Supervisor: Donald Chambers
Grant Award: $21,730
Project Year: First

Pulaski Public Schools will coordinate and develop a metric education program for grades K-12 and the local community.

The project will create learning activities for all grades and the community in general. A prior ESEA Title IV-C planning grant was the impetus for this innovative project.

The project will result in 80% of all students correctly answering 75% of the questions appropriate to their grade levels. Areas of knowledge will cover metric vocabulary, ability to make accurate and precise measurements and skill in using direct/indirect measurement techniques. Levels of metric proficiency have been set for the district teachers and a random selection of community members.

105

PULASKI

Title: Program for Gifted and Talented Students, K-12

Audience: K-12 Gifted/Talented Students
Coordinator: Ron Retzke
DPI Supervisor: Tom Diener
Grant Award: $69,990
Project Year: Second

Given the findings of a year planning grant and input from many sources, this project is implementing a program designed for the district's gifted and talented. Program goals are:

1. to screen and identify students who meet criteria of the district's gifted/talented definition.

2. to provide differentiated programming for these students, and

3. to provide for the continuous planning, improvement and expansion of the program.

The project uses local coordinators and committees at each school building, and resource teachers plan/conduct special classes for gifted/talented students. Independent study, mentor programs and resource rooms are also ways to fulfill student potential.

106

RACINE

Title: PIPE-TV - Project Industrial Preparation Employment-TV

Audience: K-12 Handicapped Students
Coordinator: Albert Pitts
DPI Supervisor: Ken McMahon
Grant Award: $42,203
Project Year: Second

The project is designed to improve industrial education instruction at the junior high level for students with academic disadvantages who are mainstreamed into the regular I/E program of studies.

The goal is to develop a library of video tapes correlating to hands-on activities in lab manuals used in the World of Construction (7th Grade), World of Manufacturing (8th Grade) and (9th Grade) World of Communications, World of Materials-Processes and World of Power-Energy. These tapes permit those with learning disabilities or learning difficulties to be more successful in classes where they are mainstreamed.

Evaluation of the project through the Racine Unified R & D Department includes comparing gains in cognition, self-image and attitudes toward instruction among target population compared with a control group.

The Director of Vocational Education will provide leadership for planning and implementing the project, assisted by the Television Specialist and the Supervisor of Exceptional Education.

RACINE

Title: A Curriculum for Thinking: A Developmental Gifted Program

Audience: Gifted Students, Grades 3-6
Coordinator: Barbara H. LeRose
DPI Supervisor: Tom Diener
Grant Award: $42,000
Project Year: Second

The great need to establish high quality, substantive gifted programs is a widespread concern. To this end, this project structures and seeks to clearly articulate appropriate elementary level gifted curriculum in three major content areas.

The theoretical learning principles of Guilford, Bloom, Torrance and others as applied to curriculum content enables classroom teachers to use subject area content as a tool for developing logical problem-solving skills and creative thinking abilities in gifted children. Curriculum materials specifically for the gifted have not yet been developed in a sufficiently comprehensive, continuous scheme readily accessible for use by classroom teachers. This requires cooperation among content experts, gifted specialists, skilled writers and teachers of the gifted.

Development and piloting of a re-structured curriculum for gifted, literally a "curriculum for thinking," is underway.

RICHLAND CENTER

Title: Providing Optimal Learning Environment for Reluctant and Unsuccessful Readers

Audience: K-6 Students
Coordinator: Elinor Jenkins
DPI Supervisor: Marv Klein
Grant Award: $39,460
Project Year: Final

The major goal is to provide the optimal learning environment for second and third grade children with average or above average ability, who are not making satisfactory progress in learning to read and/or are not applying reading skills in their independent and recreational reading. An instructional and enrichment program is implemented to offer each child the chance to enjoy success. This results in a more positive attitude toward reading and cultivates improved readers, who are more independent and self-directed. Students in grades 4-6, where appropriate, are also to be included in the project.

RIVER FALLS

Title: Project Fiesta (The River Falls Approach to Identifying & Educating Students Talented in the Arts)

Audience: K-9 Gifted and Talented
Coordinator: Bernard Abrahamson
DPI Supervisor: Tom Diener
Grant Award: $67,253
Project Year: First

The need to develop a program for students who are gifted and talented in the Creative Arts was substantiated by last year's ESEA Title IV-C planning grant.

This current innovative project will completely refine the criteria used for identifying talented students. Creative Arts encompasses music, its creation and preformance, the graphic or plastic arts, dance, drama, poetry and creative writing. Visiting artists will work with students and teachers to provide unique experiences for enriching students' creative talents.

Student impact of the project includes: (1) identification at the K-6 grade level of gifted and talented students in the creative arts as evidenced by five instruments, (2) significant student increases in knowledge of content and performance of skills related to specific art forms and (3) positive change in motivation, self concept and attitudes towards school.

STEVENS POINT

Title: A Comprehensive K-12 Approach to Gifted and Talented Education In Stevens Point Through the Use of the Individually Guided Education Model and the Development of a Community Resource Center

Audience: K-8 Students
Coordinator: Ellen Fiedler
DPI Supervisor: Tom Diener
Grant Award: $41,554
Project Year: Second

By incorporating a comprehensive K-12 gifted/talented program into the district's current IGE structure, the long range goal is to maximize student development. To do this, a leadership plan and a new Community Resource Center already exists.

A Community Resource Center is being developed for all K-8 children and staff. The center is a joint effort undertaken by the district, UW-Stevens Point and the Stevens Point Catholic Schools. In addition, gifted/talented children are identified, and appropriate educational services are provided. A selection process used to identify secondary school gifted and talented students is being created as well.

In the final year, the gifted and talented 9-12 students will be identified and provided with specific education services. Further, a review of the total K-12 programs will occur and the Community Resource Center will serve 9-12 students and staff.

TOMAH

Title: Project Challenge

Audience: K-12 Students
Coordinator: Tony Evers
DPI Supervisor: Tom Diener
Grant Award: $23,691
Project Year: First

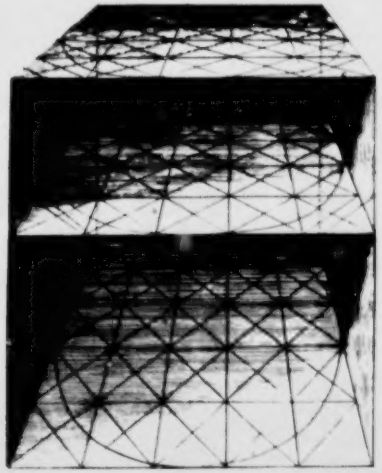
This project evolved due to an earlier ESEA Title IV-C planning grant. Specifically, a K-12 district master plan for gifted and talented youngsters is being sought. Components of the plan will be flexible and comprehensive ranging from an interdisciplinary course of study to an electic rural program with mentors, special activities and counseling. Special attention to a junior high program will result in individualizing for the gifted/talented. Besides implementing an overall plan, the project will measure educational growth of the gifted and talented. Evaluation instruments such as a "Pupil Self Evaluation" and "Gifted Programs - Field Evaluation" will also be created by Project Challenge.

WAUKESHA

Title: Fox River Sanctuary Ecological Study Program/Waukesha Public Schools Environmental Education Learning Center

Audience: K-9 Students
Coordinator: Joseph A. Vitale
DPI Supervisor: David Engleson
Grant Award: $41,312
Project Year: Final

What is the goal? To establish the Fox River Sanctuary Ecological Study Program as the district's environmental learning center on eighty-eight acres of available land. A sequential, integrated, multi-disciplinary environmental education program uses this learning center to support and extend the overall program. Cultivating those student skills and attitudes needed to make intelligent, well-informed environmental decisions is a key aim reaching beyond merely using the sanctuary.



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WAUSAU

Title: Unified Science Modules for High School Science

Audience: 9-12 Students
Coordinators: Daniel P. Norton & Jon Harkr[illegible]s
DPI Supervisor: Ken Dowling
Grant Award: $35,000
Project Year: Second

A new science [illegible]riculum coordinating process, concept and v[illegible] components, is being developed. During summer workshops, teachers and outside consultants create a unified set of course modules to be field tested with students. Revision of the six modules is on-going.

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WEST ALLIS

Title: Music Education for Students with Unique Physical and Mental Handicaps

Audience: K-6 Handicapped Students
Coordinator: Howard B. Emerson
DPI Supervisor: Alverna Robinson
Grant Award: $10,299
Project Year: Second

This project provides musical experiences for students with unique physical and mental handicaps. Musical experiences encompass aural, visual, passive listening and physical or motor participation. Instruction centers around use of mallet, percussion and rhythm instruments. Evaluation is threefold:

1. validation by outside panel of judges assessing the instructional model,

2. cognative gains by pilot participants, and

3. school board support towards continuing the program.

WHITEFISH BAY

Title: Developing a Writing Program for Gifted Student Writers, Grades 7-9

Audience: Gifted Students, Grades 7-9
Coordinator: Deanna M. Gutschow
DPI Supervisor: Tom Diener
Grant Award: $37,998
Project Year: First

An earlier ESEA Title IV-C feasibility grant examined the writing strand of the language arts curriculum. This study determined: (1) a need for a systematic and comprehensive writing program for the gifted writers and (2) a need for junior high language arts teachers to experience inservice training and curriculum development allowing them to implement a qualitatively different program.

Students in the program will demonstrate increased sophistication in the use of elements characteristic of one or more major types of writing (poetry, short story, one-act plays, editorials, etc.) as determined by pre- and post-test scores. Students will increase their understanding of and ability to use four or more modes of writing.

CESA 1

Title: Screening Pre-School Children (Age Birth Through Five Years) With the Aid of Trained Para-Professionals

Audience: Pre-School Children
Coordinator: Melvin Natti
DPI Supervisor: John Cook
Grant Award: $70,000
Project Year: Second

Since early intervention very often results in the remediation, alleviation or even prevention of handicapping conditions, a comprehensive system of screening pre-school is of prime importance. Thus, this project screens children, from birth to six months. A screening device, the Early Childhood Development Inventory, is being refined and the data reporting process to parents is being revised while a clinic is measuring the superiority of home versus clinic administration of the test.

The desired project outcome is to alert parents to the signs of developmental problems in their children. Participating school districts can use the specialized services aimed at meeting the needs of these exceptional children.

11.

CESA 3

Title: Area Teacher Center for Staff Development to Individualize Instruction for Handicapped Students

Audience: Pre-School Through Grade 12, Handicapped Students
Coordinator: Warren Schollaert
DPI Supervisor: William Ernst
Grant Award: $46,000
Project Year: Second

This project provides appropriate Individual Educational Programs for the more severely impaired students, some of whom are being mainstreamed in their home school district. Appropriate Individual Educational Programs (IEP's) are created and field tested for each student. Home teachers receiving inservice training and instruction implement IEP's with their students. In addition, follow-up consultation is furnished.

11S

CESA 6

Title: A Delivery System for Multiply Handicapped Students

Audience: Pre-School Through Grade 8 Students
Coordinator: Perry A. Smith
DPI Supervisor: Betty Ross-Thompson
Grant Award: $40,000
Project Year: Final

This project provides comprehensive inservice programs for staff and parents of multiply handicapped students. Inservice encompasses training on "how to" develop an (IEP) Individual Education Program following state and federal regulations. An indepth longitudinal study and documentation measuring behavior changes in all multiply handicapped students gathers facts to be stored in a computer for future evaluation.

Overall, the aim is effective teaching of everyday living skills and pre-vocational skills. Related skills to aid students in successful living are: visual and auditory preception, functional academic skills (reading, writing, math), communication and social skills.

Materials and equipment common to all the centers is purchased and catalogued in the Regional Resource Center of CESA 6 for loan by staff and parents.

CESA 6

Title: Developing an Instructional Management Support Service

Audience: K-12 Students
Coordinator: Roland Hicks
DPI Supervisor: Judson Harmon
Grant Award: $41,825
Project Year: Second

How can schools define and measure their impact? Program management with evaluation of learning objectives is one approach to increase efficiency and to measure success.

Thus, the goal here is to design and pilot a support service providing small rural school districts with the resources needed to develop an instructional management system. This developmental process is of a grass roots nature. Teachers and administrators design and evaluate the system's components.

The project's design underscores its philosophy, that is, if the assessment of student achievement is to be a valuable part of program planning, then assessment must be based on an accurate description of desired program outcomes. Respecting the unique programs in each district, assessment methodology will be developed for each district rather than super-imposing it on a CESA wide basis.

CESA 7

Title: Rural Education/Gifted and Talented (RE/GT)

Audience: K-12 Students
Coordinator: Jean W. McQueen
DPI Supervisor: Tom Diener
Grant Award: $73,000
Project Year: Second

Concerning education of the gifted and talented rural students, three major problems were discovered:

1. strong general opposition and/or apathy regarding student identification,
2. teacher ignorance about "what to do" with students if so identified, and
3. lack of clear definition by local districts of their appropriate educational obligations to gifted/talented students.

Therefore, this project encourages each district to develop an atmosphere and program within which gifted/talented children may emerge and flourish. The project staff assists districts by rendering inservice to community and school personnel, developing K-12 curriculum guides and coordinating student activities.

Expected outcomes include the districts' involvement of a staff cadre who are aware of the unique needs of rural gifted students. Also, programming is being developed to test and challenge student abilities. Moreover, school policies are emerging to foster student self-reliance. Supportive activities aid student positive awareness of themselves and others as creative, responsible and able individuals.

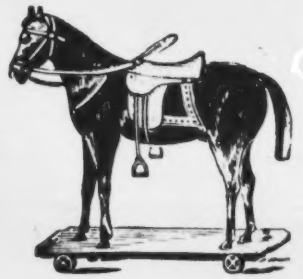
CESA 7

Title: Project ERG (Energy Reference Guides)

Audience: K-12 Students, 22 Public School Districts
Coordinator: Bernadelle Toser
DPI Supervisor: Ken Dowling
Grant Award: $34,982
Project Year: Second

Since there is very little energy education of an organized fashion now going on in elementary and secondary schools, this project is developing energy conservation materials at the elementary level. The project extensively searches resources to uncover energy materials. Teacher awareness sessions on energy issues, drafting learner outcome for energy units and the development of learning packets for the elementary curriculum are part of the overall plan.

During its second project year, full implementation within CESA 7 elementary schools of the learning packets will occur along with the development of learning packets at the secondary schools. In the third year, learning packets would be used at the secondary level. The result will be a model K-12 energy curriculum with learning packets capable of use in other Wisconsin school districts.



CESA 9

Title: The Storybook

Audience: Grades 1-3 Students
Coordinator: Eileen Littig
DPI Supervisor: Marv Klein
Grant Award: $83,871
Project Year: Second

Traditional school texts, libraries and curricula are generally devoid of material illustrating the achievements and contributions of non-white and also various Anglo minority groups. All this contributes to ignorance, ethnocentricity and a sense of superiority among white Anglo groups and a sense of exclusion, inferiority and negative self-image among minorities.

To lessen this problem among children, this project produces a children's folk ethnic television series. Northeastern Wisconsin-In School Telecommunications (NEWIST) is developing 12 fifteen minute television programs based on the oral and literary traditions of childrens' ethnic literature for grades 1-3 and one teacher inservice program. This series is designed to offer cognitive and affective instruction for improved interracial and inter-ethnic understanding on multi-racial themes. The television programs reflect and affirm the different cultures and heritages of the Native American, Hispanic, Oriental, Black and Anglo students.

CESA 10

Title: Project People (Personal Enrichment Opportunities Through Performance, Lectures and Exhibits)

Audience: K-12 Students
Coordinator: Charles Ries
DPI Supervisor: Earl Collins
Grant Award: $52,000
Project Year: Second

The project will expose students, senior citizens, service and community organizations to performing and visual professional artists thereby developing an awareness and appreciation of the arts - as a means of better understanding oneself, society and our cultural heritage.

Project outcomes will:

1. provide vocational and avocational career options/opportunites for students,

2. develop an awareness and appreciation of the arts as a means to understanding self, and

3. help individuals recognize that "self" becomes that ingredient of society which time transforms into cultural heritage.

CESA 11

Title: Appropriate Provisions for Personalized Learning Environments - Providing for Staff Development, Identifying the Gifted and Talented and Expanding the Learning Environment (Apple Pie)

Audience: K-9 Gifted and Talented Students
Coordinator: Richard E. Morehouse
DPI Supervisor: Tom Diener
Grant Award: $67,000
Project Year: Second

Though the gifted and talented have been identified in the area, teachers still have difficulty in meeting the educational needs of these children. Project Apple Pie is a process using CESA level resources to develop staff skills. In-school teams (self-selected teachers, administrators and guidance personnel) provide for the gifted and talented with help and leadership from the CESA resource teachers, who have special competencies related to these children.

One unique feature is a process for expanding the program within school districts and in time decreasing the role of CESA staff as in-school teams develop competencies.

Provisions are made for developing staff, identifying the gifted, expanding in-class experiences, finding community mentors, helping parents and developing individual contacts among gifted/talented children for input into the project.

CESA 12

Title: Special Education Data Base Management System

Audience: K-12 Handicapped Students
Coordinator: Paul L. Gundlach
DPI Supervisor: John Cook
Grant Award: $60,531
Project Year: First

This project is developing a data base management system to facilitate the coordination, management and operation of programs for children with exceptional educational needs. Thirty-nine school districts in CESA's 12 and 14 along with the D.C. Everest Area School District are participating.

Three outcomes are anticipated:

1. more efficient, less time consuming reporting as required by state and federal regulatory bodies,

2. local desision-making relating to EEN program monitoring, future planning, coordination of ongoing services and evaluation of program effectiveness for individual children, and

3. instructional decisions and frequent, accessible monitoring of individual student progress over a wide range of identified skill areas.

The project will meet the need to develop and implement improved means for collecting, maintaining, retrieving, analyzing, evaluating and reporting various types of information needed for the operation of special education programs.

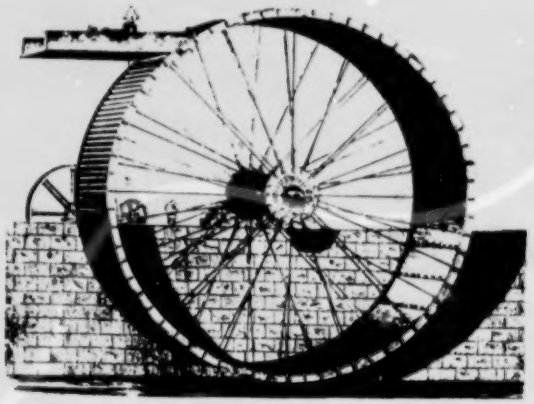
Title: Criterion Referenced Testing for Individual Decision Making

Audience: Students Grades 3-12
Coordinator: Paul L. Gundlach
DPI Supervisor: Ken Dowling
Grant Award: $35,019
Project Year: Second

This project addresses the need for development of criterion referenced testing instruments in the basic skill areas - math, science, language arts and social studies. Criterion referenced testing provides data about student achievement that is directly applicable to the schools' instructional program and is therefore useful for instructional decision making.

Teachers, subject specialists and administrators determine objectives and skills and develop test items used to measure student gains.

After three years, project schools will have available a comprehensive list of objectives and measurement items by subject area and grade. This can generate a criterion referenced test to measure locally cited objectives. Test results can/should lead to instructional improvement.



Title: Project PUNT: Programming for the Unmet Needs of the Talented

Audience: K-12 Students
Coordinator: Robert Schramm
DPI Supervisor: Tom Diener
Grant Award: $65,575
Project Year: First

Most program models have focused primarily on identifying the gifted rather than in meeting the unmet needs associated with giftedness. This project seeks to implement a model which provides a qualitatively different educational program for each student. Such a program will be based on the unmet needs associated with his/her talent area. The following key assumptions lend structure to the project's development:

1. Adequate identification data about a student is the base for a program including such information as student's interest, personal background, potential, knowledge base and learning style.

2. Student programming is founded on meeting unmet needs encompassing self-awareness, development, application, appropriate use or reinforcement in his/her talent area.

3. Teachers, parents, community and the gifted themselves are the key resources in developing programs for the gifted and talented.

4. Appropriate training of resource people for their respective role is a vital component of a successful, qualitatively different program.

The uniqueness of this project lies in its combination of broad capabilities, diagnosing learning styles through cognitive style mapping and a program based on unmet needs of the gifted and talented students.

Title: Project CREEP Coordinated Rural Exceptional Educational Program

Audience: Pre-School Through Grade 12, Handicapped Students
Coordinator: Thomas L. Long
DPI Supervisor: Ann Kellogg
Grant Award: $125,000
Project Year: Final

Serving thirty-one school districts in five counties, this CESA agency is attempting to meet the characteristics and idiosyncracies of rural schools.

School districts in this area are receiving help in:

1. identifying and programming for students exhibiting low incidence exceptionalities,

2. developing a means for providing high quality programs to all exceptional students, and

3. selecting and implementing an economical and efficient service delivery method befitting student needs and school district resources.

Thus, this project is developing, implementing and evaluating an economical, effective delivery model for exceptional students - applicable in all rural settings. Activities include:

1. an economical "child find" screening procedure and early identification teacher inservice model will be implemented and evaluated,

2. direct service help to local school districts so as to facilitate development of a complete array of exceptional programs and a flexible variety of service options,

3. at least two alternative delivery methods suited to rural schools will be evaluated, and

4. a model for the economical development and provision for a full range of exceptional services and options will be designed and disseminated.

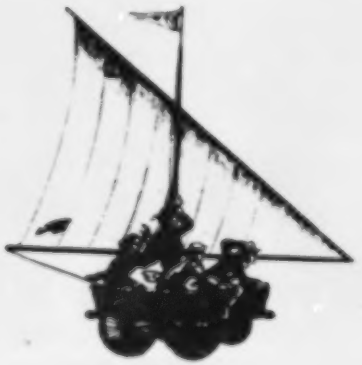
Title: Local Watershed Problem Studies - A School Experience

Audience: K-12 Students
Coordiator: Vicki K. Vine
DPI Supervisor: David Engleson
Grant Award: $36,500
Project Year: First

An earlier ESEA Title IV-C grant has given rise to curricula units focusing on nonpoint sources of water pollution. In this new innovative project, other units will be developed. These will help students acquire the knowledge, skills and attitudes needed for rational participation in environmental management decisions regarding land use activities that affect water quality. In addition, students will participate in local water quality issues so that community problem-solving methods are learned firsthand.

Along with the project staff, teachers from twenty public school districts and eleven private schools in CESA 16 will develop the units and organize community projects. Resource agents from county, state and regional agencies will assist as well.

Evaluation of the units and the project itself includes: (1) qualitative feedback from teacher inservice participants, (2) student pre- and post-testing, and (3) community project planning with principals, resource agents and parents.



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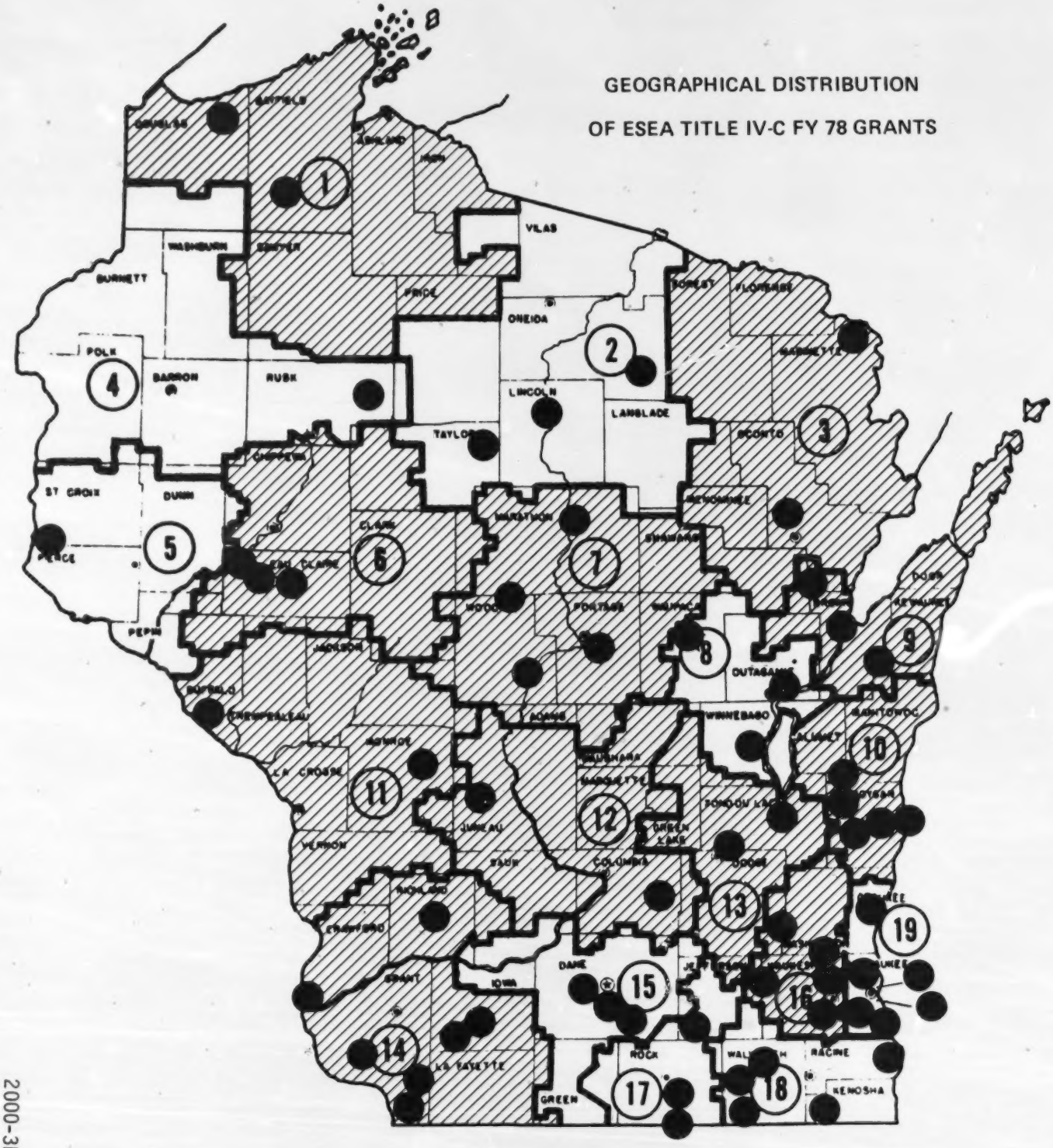

CESA'S participating

school districts participating

non-participants

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